

November 13, 2025

Rhesha Smith, Social Studies Teacher
New Century International Middle School
7455 Century Circle
Fayetteville, North Carolina 28306

RE: Response Email To Social Studies Teacher Rhesha Smith

Hello Ms. Smith,

Thank you for the email. Please find that I have been fully aware of the R.A.C.E. sheet being in front of the book since September, in fact, Adam and I used it to craft his writing which I provided structure assistance too and Adam still received an “F” on the paper. This was one of the reasons why I brought it to the attention of the IEP Meeting you were not in on 11/10/2025.

Also, since you have brought this matter forth with before us in the email below, this still doesn’t explain why my son has been continuously failing your Social Studies Class with assignments and homework despite my assistance using the R.A.C.E Models being in the notebook. It brings alot of questions about why he is not doing better in your class?

Are you providing any assistance to my son to help him understand what you really need? Per the IEP, I was informed today by DPI that I am not the one who is supposed to be providing accommodations or modifications for him in his work or homework; however, I will continue to be diligent in all matters because he is my son.

Can you kindly provide why my son is failing the class and why this is still happening in Social Studies Class? Since you were not present in the 11/10/2025 IEP Meeting and you are his core education class teacher, your input would have been great appreciably to assist my son per the IEP.

Further, the class he is failing in, is your class only. Can you please advise what the problem is because this is very “abnormal” of my son; specifically, since this is the only class he has major issues in given the prior history in the class.

It’s not clear why Adam would be failing a Social Studies Class, when he loves history. As I mentioned on September 4, 2025 in the school meeting with you, Adam is afraid of you and this has clearly impacted his learning ability in your class, thus given the history. This is something I kindly mentioned, but no one is listening to me, or to the problems he is having in your class.

Adam also explained, and I can also confirm, that he would even “over write” himself doing the assignments you given him, and this does no good at all. As such, Adam stated that with this R.A.C.E Chart Model that you didn’t go over it in class, but since it was now mentioned in the IEP Meeting on 11/10/2025, you went over it in the entire class yesterday on 11/12/2025.

I am really surprised at your email response because all I am trying to do is to advocate for my child and you have made his learning experience horrible. This also goes for the missing assignment you basically harrassed me over for the October 13-17, 2025, and other assignments and my son had told you over a month ago he had handed it in, but apparently you the missing assignment the entire time; but you wrongly came after me for them, when you had them in the “no name file” and you had graded too according to my son.

So what was the point in harassing me over the assignment since you had it all along! This is what I am talking about with the treatment I have received from you as a Parent, which does not support a partnership between a Parent and Teacher. Moreover, with the October 13-17, 2025 Assignment/Homework that you reported late and I had the assignment (below).

It has been other sheets of work that you have given back to my son “without his name on it” but somehow these new sheets you said were missing per your email, you already had in your possession in the “no name file,” you kept those and never gave them back to him; however, you indicated that those 2 missing assignment were turned on 11/12/2025, but my son had turned it in last month. It just appears alot of inconsistencies and steady continued problems when the facts and data are reviewed by me as a Parent. Trust me, parents are very upset with your class and we do speak on how things should be better.

Even the grading that you do is inconsistent with each other, like for example on several of his homework sheets called the Q.O.D. each one of them has different grades, like if my son forgot to put a date or his name, and even if I forget to put my parent initials on the Q.O.D., every single Q.O.D. has different grades for them. You take major points off and it doesn’t make sense to penalize a child as I kindly mentioned in my prior email.

Since you know my son has an IEP and has a disability, you have not made anything easier, but made it hard for him. Even on the Q.O.D. it’s no modifications on it per the IEP, or any of his previous work. I was the person who had to make the IEP modification and instruct him where to stop.

As a Professional, since a “no name file” exists, I would highly recommend that the students in the class be allowed to check the file daily, if not weekly. My son also stated that you told the class, “If you don’t know that you need it, I am not going to tell you.”What is surprising to me is that prior to this matter with the October 13-17, 2025, my son still struggled in your class and

you knew the R.A.C.E. Module Sheet was in place and not once did you ever provide positive instruction or prompt him “please refer to the R.A.C.E.” “If you need help, please come see me.”

Those statements to a student child would encourage him a long way to thrive in education to come to you regarding the problems they are having in your class, but all you do is push the students away. Not every child will ask the teacher for help; specifically, when they have a disability and they are afraid of you, so some encouragement would go a long way with children-students who have disabilities. Since the beginning of the year, you have set the tone why my son and other students have issues in your class.

I do believe even if you did go over this R.A.C.E. Model in the beginning of the school year when you handed it out, do you honestly think that “all children” in your class would remember the basics to employ them successfully each time, to what and how you want it? Please keep in mind, my son knows other students in the class who write less and doesn’t employ the R.A.C.E. Model and you still give them a higher grade than my son, and of course each child is different as per the IEP, but somewhere the grading should be similar in standards because the students are noticing how you are different and grade oddly per their work assignments/homework.

My son stated you would hand them some sheets of work to do and you really don’t cover the material in the class and then you want to test them on it, which puts them at a disadvantage.

Here, I do think the problem is acknowledging that students need and provide follow ups to ensure they are learning and apply the education strategy successfully the way you like it, instead of continuously failing a child for not using or following your guidelines. I do feel it would be prudent to go over material more than once if needed; specifically, since it’s children who have IEPs in your class to ensure those students are understanding what is needed to achieve success.

To that end, I do believe it’s a real problem in your class because I have never seen my child try so hard and fail. I have never had any problem with a teacher trying to help my son, but this struggle continues with you; however, I will continue to advocate for my son. According to evidence, I do believe the problems with my son in your class will continue, nothing has gotten any better.

My son is a bright child but he is really struggling for months in your class only to no end. As a parent, what I have witnessed is a steady push back any time when I you for help or questions and then you penalize my son even if my initials are not on his homework, which has nothing to do with a grading system, but I feel, since it’s happened more than once that you have retaliated against my son and I, because you have deduct educate points from his work he turns in because he has no initials on the assignment or homework for Social Studies Class.

This strategy by you, not only pushes the child/student away from education and class, it further controls the grade as a bargaining chip, knowing the parent is engaged, like myself, then you penalize the child for the parent's mistake, and this is not right, but very unethical.

Please tell me how your above strategies with your education style are consistent pursuant to the October 29, 2025 NCIMS School Letter regarding the Additional Targeted Support and Improvement (ATSI) Plan with the State Board of Education and with the Cumberland County Schools inviting community members to help shape its new five-year strategic plan, aimed at improving student achievement and strengthening district accountability, or the Superintendent Dr. Bracy's launch for the Five-Year Plan Focused on Student Success?

As a parent, according to what I have consistently with the grades, IEP non-compliance, the fear you created, the games, the push back by you, and the treatment given by you to me as parent who is advocating for their child, I do believe you are doing the complete opposite of the Additional Targeted Support and Improvement (ATSI) Plan and you are not improving student achievement and strengthening the focus on Student Success.

Best regards,
Lamar Iron Horse, Parent